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ABSTRACT

The relationship between lesson characteristics and the improvement of the delivery of educational services to Hispanic Americans was examined, using data from four contrasting classrooms (two successful and two unsuccessful) located in a Southern California medium-sized school district. The contrast between classrooms was determined by the characteristics of the lessons contained within each classroom. One successful and one unsuccessful classroom was constituted primarily of Hispanic American students while one successful and one unsuccessful classroom was heterogeneously constituted. Four teachers were observed and interviewed; three principals were interviewed to identify classrooms and to verify the teachers' teaching styles and competencies. Lesson plans, curriculum guides, and inservice bulletins were collected and analyzed. Data were obtained on the types of lessons (teacher-led verbal, activity, practice drill, testing); lesson content (teacher elicitation, student response, teacher evaluation); form and structure of lessons (demarcation, opening, lesson content, closing); and mix of lesson types. Findings indicated that: adherence to the structure of lessons accentuated teaching; successful classrooms conducted teacher-led and activity lessons to a greater degree; the enactment of the classroom culture was facilitated by adherence to lesson structure; and ethnic composition did not affect the classroom's success as did adherence to lesson structure. (NQA)

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HISPANIC-AMERICAN EDUCATION:

THE NATURE OF LESSONS

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Hispanic-American Education:
The Nature of Lessons

The education of Hispanic-Americans has been of continuing interest to both educators and researchers. The focus has tended to be in developing bilingual education programs to aid this group. The present report shows that a fundamental consideration in the education of Hispanic-Americans is the characteristics of the lessons which are delivered to them. The underlying assumption is that the most common media through which children learn in school is through classroom lessons. These lessons are usually under the direct control of teachers. This control is seen to be present in several ways: the type of lessons available, the content and form of lessons, and the mix of the types of lessons delivered. Therefore, the proposed paper presentation's objective is to indicate a relationship between lesson characteristics and the improvement of the delivery of educational services to Hispanic-Americans.

Methodology

Data for this study were assembled from four contrasting classrooms. Two successful and two unsuccessful classrooms were selected. One of the successful and one of the unsuccessful classrooms were constituted primarily of Hispanic-American students while one of the successful and one of the unsuccessful classrooms were heterogenously constituted.

The data were collected from four classrooms located in a Southern California medium-sized school district. Four teachers were observed and interviewed. Documents such as lesson plans, curriculum guides and in-service bulletins were collected and analyzed. Three principals were also interviewed, first to identify successful and unsuccessful classrooms and then to verify teaching styles and competencies of teachers. Two teachers were in the same school under the same principal. The unit of analysis is the lesson, therefore, the contrast between classrooms is in regard to the characteristics of the lessons contained within each classroom. The analysis compares and contrasts the four classrooms and generalizations regarding types of lessons, content, form and structure of lessons and mix of types of lessons were drawn from the data.

Theoretical Framework

Mehan's (1980) study of the lesson delineates several elements which are contained in teacher-led lessons. The most important characteristic of these lessons is that they are highly structured. The structure, more generally, consists of a demarcation, opening, lesson proper (content) and closing. Within the lesson proper, three elements are present: teacher elicitation, student response and teacher evaluation. The effectiveness and efficiency of the teaching/learning process is dependent on the extent to which the lessons remain faithful to this basic structure.

There are four types of lessons: teacher-led verbal, activity, practice drill, and testing. The structure is pervasive throughout the four types of lessons.

Hispanic-American children normally engage in the learning process in

public school classrooms. These classrooms consist of one or a few adults and many children. Dreeben (1970) refers to them as "classrooms, each containing an aggregate of pupils (from about ten to fifty at the extremes, and averaging near thirty) under the direction of one teacher" (51). The teacher's initial problem in this setting is to construct a culture which will be conducive to the attendant tasks within that classroom. Said another way, the teacher confronts a randomly selected group of students who must be enculturated into the classroom's social system. This process takes place by having teachers structure their work into lessons. These lessons may take one of four forms: teacher-led verbal, activities, practice drills and tests.

One of the aspects which has been attributed to Hispanic-Americans has been their unwillingness to become <u>enculturated</u> within the school's social system. If we accept the assumption that learning takes place within a social system and that engaging in that activity creates a particular type of culture, we can then make a distinction between those aspects which can be attributed to individual characteristics and those aspects which are dependent on the social system of the classroom.

Culture is defined as "the understood typification of modes of acting and "reasons" for acting which are available or "at hand" in the every day experience of the society" (Winter, 1966:130). This places the teacher's responsibility on a social rather than a psychological level. The teacher seeks public social evidence that the students understand why they're in classrooms. This evidence is provided in the context of the lesson in terms of comprehension and enculturation. That is, content is mastered and the form in which it is exchanged is adhered to as well. The structure in which

this takes place is: the teacher elicits a response from the student, the student responds and the teacher evaluates. This simple sequence serves as the confirmation of a specific culture which is being enacted within the classroom. Lessons, therefore, serve as the descriptors of this culture.

Why do lessons assume such a prominant place in this context? There are several reasons, one of the most potent being that the technology of teaching or the "linkages between means and ends - the idea that technology pertains to the means of getting a job done," as Dreeben (1970:83) states, is not explicit. This means, then, as Dreeben and Smith and Geoffrey (1968: 68) so aptly describe "The teacher's task, then, is to create a set of beliefs. The teacher gives directions and the pupils follow them." Dreeben specifies four areas of teaching technologies.

1) "The instructional process, where questions of technology concern methods of presenting curricular materials and designing classroom activities.

2) Motivation, the means by which teachers engage pupils willingly in instructional activities and establish favorable sentiments toward school and the schooling process.

3) Classroom control, managing the assemblage of pupils, maintaining order and creating a climate conducive to learning.

4) Changing social arrangements within classrooms and developing new arrangements, both within the school and without, that do not depend on the use of classrooms" (87).

The four areas presented above are interdependent in the context of the classroom. The instructional process and classroom control occur simultaneously, therefore, the technologies for either must be conducive to

application in a setting where both demand simultaneous attention. This dilemma is solved by structuring classroom life into lessons. Beyond this, lessons are further structured to avoid the breakdown of either area. There is one other consideration. In order to be efficient ritualization is assumed so that great portions of classroom life become routinized and natural. This, therefore, is the "culture" created. Motivation and changing social arrangements within the classroom are secondary means by which the culture is enacted and evidenced. We can, therefore, conclude that the structure of lessons serve to properly focus attention to those aspects necessary in the creation of the classroom culture.

For the Hispanic-American child, the necessary element is that he/she become integrated in this culture. The most legitimate manner by which this should occur is in the participation of lessons. One would, then, expect successful Hispanic-American children to be actively involved in lessons. One would also expect that the success of Hispanic-American children would be directly dependent on the character and presence of lessons.

The Structure of Lessons and the Degree of Hispanic-American Students' Participation

Demarcation

One of the characteristics of schools which is obvious to visitors is the tolling or ringing of bells. In order to signal the start of the school day a bell is rung across the campus. Hearing the bell alerts all school participants that the school day has begun. Most school members routinely respond by moving to the appropriate work place. In those instances where the sound of the bell is ignored, however, even the start of the school day is disrupted. Failure for any participant or group of

participants to respond to this sound signals a serious social difficulty in the building. It is normally later associated with pupil deficiencies.

The bell illustrated above can be used as the ultimate example in signaling the start of something different, "We are now in school." This signal is referred to as demarcation. The personal life of all participants is halted and the school day life begins with the bell's tones. This means is thereafter used to signal upcoming changes regarding the rest of the school day. This aspect of school life is particularly important to Hispanic-Americans. It is of greater importance to those students whose experiences are devoid of institutionalization.

The functions of demarcation are two-fold. Demarcation serves to focus the attention of the participants and to synchronize the activity to be engaged in. For example, movement from a mathematics lesson to a physical one requires a demarcation period. This period assumes the end of the mathematics lesson, calls attention to the upcoming lesson in physical education, and synchronizes the activity of all students so that all move to physical education at the same time.

Normally, demarcation periods are short. They serve only as transitional phases, therefore, ritualization of this phase is encouraged. As stated above, a good example of a demarcation is the use of the bell. Other means are just as effective even though more subtle. For example, sometimes the teacher moves from one part of the classroom to another. This physical movement signals to the students the end of the previous activity, directs attention to a new one and synchronizes the activities of all so that they can commence the new lesson. The following is an example of this type of demarcation.

> The teacher walked back to the table and sat down with the group of children. He passed out word cards to each of the children in the group.

Here we see a teacher who has ended an activity and is about to begin another. Three signals are clearly presented. He walked to the table, sat down, and passed out word cards. The above is an example of a subtle and simple demarcation to be followed by a familiar activity.

When the anticipated lesson is novel the demarcation needs to be more pronounced. This raises the issue that variety increases the complexity and length of the demarcation phase. This usually means a verbal explanation of some sort. An example of this is presented below.

> The teacher stands. She says, "Those of you who are working in the workbooks, it is almost time to get finished. You should have those two pages completed. I want you to put your workbooks away and meet me at the rug, please." The teacher moves the chart forward. "OK, let's stand, please." Everyone stands. "OK, let's rotate, please."

Here we see the teacher standing, announcing the end of the previous activity, and specifying the preparation for the upcoming one. She calls attention with "I want you to put your workbooks away and meet me at the rug, please." While the class follows her directions, she moves the chart forward. She synchronizes the activity by saying, "OK, let's stand, please. OK, let's rotate, please." The action confirms the success of the demarcation period.

As was stated previously, part of the social system's cultural requirements are insuring that confirmation of the enactment of the proper roles is forthcoming. As in the previous example, the physical movement served that purpose. Sometimes it is necessary to point this out verbally. In the following example we see how the demarcation phase is clarified as a time to

focus attention.

> "Just go to the tables, please, and sit down. I will explain what to do. Very good." The teacher compliments students who are sitting quietly. Alright, your heads are down, your lips are closed. You are listening to me."

As stated earlier, the second function of demarcation is to synchronize activity. An example of how this is accomplished is presented in the following.

> It is the end of the drawing story teller. When Mrs. Sanchez is finished talking with the woman she walks to the front of the room and says, "OK, it is at 1:30 that it starts. Is there anyone else who needs to sharpen pencils?" Hands go up. The teacher ok's each child as they take turns.

The synchronization takes place as the students sharpen their pencils in turn.

As can be seen from the above presented examples, it is important that the demarcation phase be successful. Sometimes demarcations fail and they usually do so because attention and/or synchronization do not occur. An example of a demarcation that fails is the one presented below.

> The teacher asks everyone to sit down. Juan does so without removing his coat. The teacher asks, "Juan, take off your coat." Juan replies, "I am still cold." The teacher addresses the class, "Take your books out." Some students proceed to take their books out. Two students get up from their desks. Juan gets up from his desk. The teacher asks, "What are you going to do, Juan? Juan replies, "I am putting my coat up."

In this example, it can be seen how the teacher is unable to get the attention of the class members. The demarcation takes on the character of diverting attention to individuals. It can be assumed that the lesson is not forthcoming.

An illustration of demarcation failing because synchronization doesn't occur is the following.

> Mr. D. stands in front of the room. He has prepared some work for the children on the chalkboard. "Alright, boys and girls,

> we have an assignment on the chalkboard. We will read and then copy it. Some of the students are still outside trying to finish getting their drinks of water. Mr. D. walks over to the door and brings them all in.

In this excerpt we can see how the teacher had to wait and bring the children in before the lesson could begin. The demarcation phase was, therefore, faulty. As can be seen from the examples cited, successful demarcations mean that the teacher can proceed with the lesson. Unsuccessful demarcations mean that the lessons are postponed. They are postponed for the entire group or a portion of the class.

In the education of Hispanic-American children, the reason the structure of lessons assumes such great importance is that they are probably most likely to be placed in those classrooms where lesson structure is not adhered to as faithfully.

For example, the classrooms which were observed for this study, the most pervasive characteristic that distinguished the successful ones from the unsuccessful ones was lesson structure. In the unsuccessful classrooms, the demarcation phase was absent to the extent that the students started school late, they straggled in late for the various activities, or even failed to change activities if they so desired. Another observation was that the teacher presented an argumentative exchange with individual students in her/his attempt to provide a demarcation. This style of demarcation presentation failed to focus attention or to synchronize activity. The result was an array of individual student activity or inactivity and teacher frustration. An example of this type of demarcation is the following.

> "Children, we are now going to review the list of words we had yesterday. We will also learn a few more." The children fidget, one student asks, "Where are our spelling lists?"

> The teacher says, "You should have your spelling lists from yesterday in your desks. You may put them in front of you." One child says, "I lost mine." Another says, "I threw mine away. You didn't say we would need them again." Another one said, "I didn't have a pencil, so I didn't write them down." The teacher says, "Alright, look up here on the board and we will review the ones we had yesterday first." Those students who are prepared follow the teacher. Some students talk. Some students don't do anything. Two students go up to the fountain for water.

As can be seen, the lesson is underway for some but not for others. The consequence of a marred demarcation is that some students can't participate in the lesson.

Introduction to the Lesson

The second feature in the structure of lessons is the introduction to the lesson. It sets out to direct and inform concerning the lesson proper. The primary function of the "opening" section of the lesson is to provide information about what is going to happen during the main course of the lesson.

Directives

The opening or introduction to the lesson provides information regarding the lesson proper in one of two ways. It may direct or it may inform. Directive openings are usually short and precise. For example, a teacher says, "We are going to write some things." A more elaborate opening is the following.

> "Put your math away and take out your spelling books. Everyone should have their books open to page 11."

A similar illustration is this one.

> "Let's look up here at the board. We are going to do some alphabetizing. Let's look at these words and try it."

Openings of lessons may be informative or directive. The data collected

for this study indicate that the openings are overwhelmingly directive. An explantion may be that since lessons are descriptors of the culture of the classroom, in the establishment of such, form becomes more important. In establishing a classroom culture through the medium of the lesson, content and form must be adhered to. The opening of the lesson is directed at the form of the lesson, and in turn, at the culture of the classroom. Therefore, directive openings assume a prominant role. These directive openings function in three ways: 1) they orient or anticipate the lesson proper, i.e., the type of lesson is described and the taxonomic content is clarified, e.g., it is specified whether the students will be dealing with math or spelling, 2) they describe and direct the sequence of activities in the lesson proper, and 3) they define the basis for evaluation.

An example of the way in which these three functions are served is in the following opening.

> Orienting and anticipating the lesson proper: "Today we are going to work with fractions again. Yesterday, we saw how things can be divided into parts. Today we are going to learn how to write down fractions as we divide things."
>
> Describing and directing the sequence of activities: "Let's look at this apple. It is a whole apple. Now, I will cut in in half. Now, we have two halves. We write this as $\frac{1}{2}$ of an apple. I'll write it on the board. You write it on your papers. How many halves do we need for a whole? We need two, so we can write $\frac{1}{2}+\frac{1}{2}=1$. I'll write it on the board. You write it on your papers. We'll do this for awhile until we know quite a few fractions."
>
> Basis for Evaluation: "I can tell that Richard is paying attention. I like that." To another student the teacher says, "You need to have your pencil and paper ready, but you also need to listen carefully as we go through all of these steps in order to learn fractions."

It is hypothesized that success in carrying out the lesson is dependent on the degree to which these three aspects of the directive opening are present.

Therefore, the intent of the opening is to establish the necessary culture for the conduct of the lesson.

When directing the whole class turns out to be unsuccessful or impractical, individualizing the directives ensues. The consequence is that the evaluation aspect is accentuated. The following illustrates such a case.

> "We are working on page 28. Maria, you are disturbing Julie because you are too close to her. Ralph, I see you are ready to start. Peter, you know you are not to write in your books. You write in your papers. We need to be reminded of this every day.

As can be seen from the examples which have been presented, the opening of the lesson is an important part of the lesson because it functions to establish the form by which the lesson will be conducted. More precisely, it specifies the acceptable behavior for both the teacher and student.

Content and Form of Lessons

After the introduction to the lesson has been presented, teachers proceed to present content in specific forms. The conduct of the lesson includes the exchange of academic information. Mehan (1979) states, "The teacher and students exchange factual information, opinions, interpretations of academic materials and the grounds of their reasoning" (41). The form that the lesson takes is in initiation or elicitation by the teacher, reply by the students, and evaluation by the teacher.

There are four types of lessons: teacher-led verbal, activity, practice drill and tests. Mehan (1979) analyzes the teacher-led verbal lessons and our data bear out his findings. The interesting thing about our data is that those classrooms which are considered good classrooms tend to have a good portion of teacher-led and activity lessons while those considered to

be less effective a greater portion of practice drill and test lessons.

A way to contrast the classrooms is to contrast the degree to which types of lessons differ. One of the underlying assumptions in this report is that one of the most important functions of lessons is to actualize the classroom culture. Some lessons are riskier than others. This is because students' activities may generate a disruptive culture. We would therefore, expect that classrooms' cultures could be determined by the type and variety of types of lessons conducted. There is another aspect to consider in this respect. Students need to display two types of mastery in order to actualize the classroom culture. They must master academic content and "the appropriate form in which to cast their academic knowledge" (Mehan, 1979:133). In order to perpetuate this culture, the teacher publicly acknowledges both mastery of content and form. That's why adherence to the sequence, elicitation, response and evaluation is so important.

What we see when we examine the consequences of engaging in one type of lesson versus another is that the rate of teacher/student interaction is dramatically altered. In those classrooms where teacher-led verbal and activity lessons are common, the teacher and students engage in active interaction. In those classrooms where practice-drill and test lessons are common, the student works alone while the teacher "monitors" the students.

An example of an activity lesson is the following.

Elicitation:	"Let's start with this story this afternoon. Do you remember Bambi?"
Response:	"Yes."
Evaluation:	"Good."
Elicitation:	"We will find out more about the life of deer as we continue with the story."
Response:	The children sit quietly.
Evaluation:	(Inferred).

Elicitation:	The teacher reads a chapter from the book.
Response:	Students listen.
Evaluation:	"You've been good listeners. This chapter is quite exciting, isn't it? Now, you can take time to write about your favorite part of the story in a short paragraph.
Response:	One child says, "OK, I have a good favorite part to write about.
Evaluation:	"That is good. Be sure to write neatly and carefully."

The example which has been presented illustrates the continuous involvement of the teacher. This functions to preserve the structure of the lesson and insure that a particular classroom culture is being developed.

The practice drill lessons are by their nature more specifically focused on the student. This means that the structure may be jeopardized. The successful classroom, however, preserves the culture by the continuous teacher/student sequence. An example of a successful practice drill is presented below.

Elicitation:	"We are going to write a short story about Columbus. Please write your name on the upper top corner of your paper."
Response:	A child says, "Don't forget, upper right corner." The rest of the students write their name on their papers.
Evaluation:	Write in your very neatest letters. Don't forget the margins.
Elicitation:	"We are celebrating Columbus' Day this week. Let's write something about him. Our title should be something about Columbus. I'll write, "Columbus Discovers America." He writes the title on the board. He checks to see what the children are doing.
Response:	The children write a title.
Evaluation:	The teacher walks by the students' desks. "Good, we have different titles, but they're about Columbus."
Elicitation:	"Now, we'll start the paragraph. Remember, we indent on the first line. I am going to write about three letters from the margin."
Response:	A student says, "I know what indentation means. It means to write in about three letters from the margin."

Evaluation:	(Inferred).
Elicitation:	The teacher writes, Columbus set sail from Europe with three ships. He says, "If your sentence is longer go on to the next line."
Response:	The children write.
Evaluation:	Your paragraphs are looking nice. Write neatly.
Elicitation:	"Separate your sentences with periods.
Response:	"Periods go at the end of sentences," says a student.
Evaluation:	"You are very quiet and busy. When you finish your paragraph, put your papers on my desk and line up at the door. It is almost time for recess."

Let's contrast the above lesson to one which was conducted in a less successful classroom.

Elicitation:	"Peter, why aren't you working?"
Response:	"I don't have a pencil."
Response by teacher:	"You need to bring pencils to school. If you don't bring a pencil tomorrow, you will get a check mark by your name."
Response by student?	"I just forgot my pencil at home and someone took the one I had here."
Evaluation:	"Peter, you get a check mark for not having a pencil."
Elicitation:	"Suzy, why are you turning around?"
Response:	"I don't know what we're supposed to do."
Response by teacher:	"I haven't told you yet. Some of you don't have pencils and we have to stop for that."
Response by student:	"That's what I'm asking Carla."
Evaluation:	"You don't need to ask Carla. Just wait until I tell you what to do."
Elicitation:	"Get your math workbooks out. Turn to page 20. Continue from yesterday."
Response:	"I've already done pages 20 and 21. What do I do?" asks another student.
Evaluation:	"Just work on your workbooks. I'll go around to you in turn," says the teacher.

As was stated earlier, a successful lesson presumes students will adhere to both form and content. When the form is not clear the lesson is jeopardized. The consequence is that the lesson is postponed. Another way to state this

is that students behave properly in successful lessons. Non-adherence to the structure of lessons leads to a breakdown of the culture displayed by student misbehavior. The students have failed to understand "of how things are done and what is or is not done" (Winter, 1966:133). In regards to the teacher, the teacher is at a loss at how to restore order and go about developing the necessary culture. This inability ultimately leads to a feeling of futility.

There are several ways by which the lesson structure becomes distorted. One way is in the manner by which the teacher extends the responses. This results in failure to bring closure to a sequence. Another way to distort the structure is by having someone such as the aide enter into the interaction. Postponing the evaluation jeopardizes the breakdown of the lesson structure as well. The consequences for the participants are numerous. For example, if the responses are individualized or directed at specific groups, we have the classroom culture displayed as multiple lessons, fragmentation and segmentation, rather than a total classroom structure where everyone is participating. It is also in this setting where students may be non-participants. Individual students' penalty for non-participation is lessened to the degree that the classroom culture is fragmented. Most importantly, students do not learn "turn allocation" which Mehan (1979) refers to as the manner by which students and teachers carry on interaction in crowded situations. The ultimate consequence is that the unsuccessful classrooms are those in which this interaction is absent.

As was stated earlier, one of the most pronounced distinctions between successful and unsuccessful classrooms is the absence of teacher-led verbal and activity lessons. This study shows that one reason this is so, is because

particular skills on the part of both the teacher and student are necessary in the conduct of these types of lessons. However, these skills cannot be mastered unless the participants engage in those activities which require them.

Student/teacher interaction would be jeopardized to the extent that classrooms conduct varied types of lessons. The ambiguity of the total classroom's culture increases when students' activities are highly diversified. The consequences are serious. Both teacher and students "stumble" as they attempt to establish classroom equilibrium. A portion of the classroom's members do not participate in those tasks which are crucial to the maintenance of the culture. Misbehavior among the students would be expected to increase. The teacher's inability to achieve those things which are most satisfying and rewarding would be increased. Students' performance which could be attributed to him/her will not be evidenced.

Closing the Lesson

So far, we have presented the structure of the lesson as consisting of demarcation, opening and instruction. It has been shown how the structure has an effect on successful and unsuccessful classrooms. It has also been shown how the structure may be distorted to the extent that the classroom culture cannot be established.

Mehan (1979:46) states that the "completion of a lesson is a mirror image of its opening." While at the beginning of lessons, participants inform each other of what they are going to do, at their closing, they formulate what they have done. The data for this report show only directive openings, therefore, the closings are expected to be directive as well. The closings

are also focused on form rather than on content. Closings are short soliloquys by teachers. An example of a soliloquy is the following.

The buzzer rings.
Teacher soliloquy: "Joey, are you just about done? I suggest you hurry up and wind up the exercise. We are going to lunch in a few minutes. OK, Group 3, try to get your work finished up. Group 2, clean up, so we can rotate. You two girls, have you finished the fraction drill? When you finish line up at the door."
Response: The students respond. The girls answer, "Yes." The students leave for lunch.

Here we see the teacher closing the lesson with specific directions. The students respond and leave.

Let's return to the structure of lessons and review those aspects which contribute to successful and unsuccessful classrooms. First, adherence to the structure of lessons accentuates <u>teaching</u>. That is, the primary concern is teaching by the teacher. This is particularly evident by the heavy involvement of the teacher on a continuous interaction pattern. The teacher-led verbal and activity lessons are particularly conducive for this practice. Successful classrooms conduct these types of lessons to a greater degree. In contrast, practice-drill and test lessons place the burden on <u>student learning</u>. That is, the primary concern is student learning by engaging in individual activities which the teacher monitors.

Second, the enactment of the classroom culture is facilitated by adherence to lesson structure. Those classrooms in which the lesson structure is distorted are those which display certain dysfunctions. Students misbehave, primarily due to their inability to discern a form by which to interact and participate. Students fail to learn both content and form because the opportunities are not available to them. Since the highest reward teachers can get for their work is improved student achievement, being unable to attribute this to their efforts leads to dissatisfaction and

frustration with their work and students.

Third, contrasting practices in classroom teaching emanate from lesson structures. Adherence to lesson structure imposes an orientation in which the teacher teaches content and learning takes place in the process as teaching is going on. In the contrasting case, the teacher engages in diagnosing learning and looking for evidence of student performance. This practice leads to an individually based relationship with students rather than classroom which results in a differing classroom culture.

The implication of these findings for Hispanic-Americans is that classrooms may be judged successful or unsuccessful in the degree to which lesson structure is adhered. Ethnic composition did not affect the success of a classroom as much as adherence to lesson structure. What is shown in this study is that academic performance and schooling take place in specific settings where a primary determinant of the quality of student participation is lesson structure.

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